



Recognising Reading Comprehension Outlook and Solution for Gen Z

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Abstrak

Pemahaman membaca merupakan kemampuan penting bagi pertumbuhan dan perkembangan anak. Mengajar anak-anak untuk membaca literatur Inggris merupakan keterampilan yang penting. Tujuan dari esai ini adalah untuk mengkaji penelitian terkini dan penting tentang tantangan membaca dari tiga perspektif: kognitif, sosial dan budaya, dan interaktif. Ketiga pandangan tersebut dikaji, dan kontribusinya terhadap pemahaman kita tentang cara membantu anak-anak dengan tantangan membaca dibahas. Artikel ini membahas alasan masalah pemahaman membaca, implikasinya, dan cara meningkatkan keterampilan penting ini. Studi ini mengkaji ketiga perspektif dan kontribusi yang mereka tawarkan. Kontribusi dari pandangan-pandangan ini dibahas dalam kaitannya dengan dua instrumen evaluasi kontemporer. Temuan dalam makalah ini memiliki konsekuensi bagi instruktur yang mengajar siswa yang berisiko mengalami disleksia dan gangguan perkembangan bahasa.

Kata kunci:, Kesulitan, perkembangan bahasa , metode, membaca, kosakata

Abstract

Reading comprehension is an essential ability for a child's growth and development. Teaching youngsters to read English literature is a crucial skill. The objective of this essay is to examine recent and seminal research on reading challenges from three perspectives: cognitive, social and cultural, and interactive. The three views are examined, and their contribution to our understanding of how to help children with reading challenges is discussed. This article looks at the reasons of reading comprehension problems, the implications, and how to improve this vital skill. This study examines the three perspectives and the contributions they offer. The contributions of these views are addressed in relation to two contemporary evaluation instruments. The findings in this paper have ramifications for instructors who teach students at risk for dyslexia and developmental language impairments.

Keywords:, Difficulties, language development , methods, reading, vocabulary

A. Introduction

Reading comprehension is necessary for academic performance and daily living (Harmey, 2021; Rohimah, 2021). It requires not just the ability to read words, but also the ability to comprehend, evaluate, and analyse their meaning (Benton et al., 2023; Vasalou et al., 2021). For many people, however, reading comprehension can be a major issue. This article investigates the causes of reading comprehension problems, their consequences, and techniques for improving this important skill.

Reading comprehension, the ability to understand and interpret written text, is a crucial skill for academic success and lifelong learning (Cain & Oakhill, 2006). However, many students, particularly those with learning disabilities, struggle with reading comprehension, hindering their academic progress and potential (Carretti et al., 2009; Nation, 2019; Snowling et al., 2020).

One of the primary reasons for reading comprehension difficulties is the failure to use effective reading strategies. Students may have difficulty decoding words, recognizing vocabulary, and fluently reading the text, which can impede their ability to construct meaning from the written material. Furthermore, some students lack the necessary background knowledge or language proficiency to fully comprehend the content, resulting in poor understanding of the text. (Riyadi et al., 2019)

Deficiencies in metacognitive skills, such as the ability to monitor one's understanding and adjust reading strategies accordingly, can also contribute to reading comprehension difficulties. Students who struggle to identify when they are not understanding the text or who lack the strategies to address their comprehension problems are at a significant disadvantage.

Addressing reading comprehension difficulties requires a multifaceted approach that targets the underlying causes. Providing instruction in effective reading strategies, such as activating prior knowledge, making inferences, and summarizing key information, can help students become more strategic and engaged readers. Explicit instruction in vocabulary development and text structure awareness can also improve comprehension, particularly for students with learning disabilities or language barriers. (Francis et al., 2006) (Belen, 2021).

Causes of Reading Comprehension Difficulties.

Reading is an important activity for gaining thorough information. As a result, a good skill is required to acquire information from numerous sources and places, but the situations and reality in the field reveal many challenges that children and adults confront when reading with comprehension. The researchers have identified some of the following factors:

1. Cognitive Factors:

Working Memory Deficits: Working memory is crucial for holding and manipulating information while reading. Individuals with limited working memory capacity may struggle to retain and integrate information from a text. **Processing Speed:** Slow processing speed can hinder the ability to decode text quickly and efficiently, making it difficult to keep up with the pace of reading and to understand the material. **Attention Deficits:** Attention disorders, such as ADHD, can make it challenging to maintain focus while reading, leading to missed information and poor comprehension.

2. Language-Based Factors:

Vocabulary Knowledge: A limited vocabulary can restrict understanding, as unfamiliar words can obstruct the overall meaning of a text. **Syntax and Grammar Understanding:** Difficulties in understanding complex sentence structures and grammatical rules can impede comprehension. **Phonological Awareness:** Struggles with recognizing and manipulating sounds in spoken language can affect the ability to decode words accurately.

3. Environmental Factors:

- **Lack of Exposure to Reading:** Limited access to books and reading materials can result in less practice and exposure, which are critical for developing reading skills. **Educational Quality:** Inadequate instruction and support in early education can leave gaps in foundational reading skills. **Socioeconomic Status:** Children from lower socioeconomic backgrounds may face additional challenges, such as fewer resources and support at home.

Effects of Reading Comprehension Difficulties

1. Academic Challenges:

- Students with reading comprehension difficulties often struggle in subjects requiring reading, such as science, history, and literature, leading to lower academic performance.

- These difficulties can result in decreased motivation and engagement in school, further exacerbating the problem.

2. Emotional and Behavioral Impact:

Persistent struggles with reading can lead to frustration, low self-esteem, and anxiety. Behavioural issues may arise as students try to avoid tasks that involve reading.

3. Long-Term Consequences:

Reading comprehension difficulties can limit career opportunities and success in higher education. They can also impact everyday functioning, such as understanding instructions, managing finances, and accessing information.

Strategies for Improving Reading Comprehension

1. Instructional Techniques:

Explicit Teaching of Comprehension Strategies: Teaching specific strategies, such as summarizing, predicting, and questioning, can help students actively engage with the text. **Interactive Reading:** Encouraging discussions about the text can enhance understanding and critical thinking skills. **Differentiated Instruction:** Tailoring instruction to meet individual needs can provide targeted support for struggling readers.

2. Building Vocabulary:

Explicit Vocabulary Instruction: Teaching new words in context and providing repeated exposure can enhance vocabulary knowledge. **Encouraging Reading:** In and out of school, promoting extensive reading can naturally expand vocabulary.

3. Supporting Cognitive Skills:

Improving Working Memory: Activities and games that challenge memory can strengthen this cognitive skill. **Enhancing Processing Speed:** Practice with timed reading exercises can help increase reading fluency.

4. Utilizing Technology:

Reading Software and Apps: Tools designed to improve reading skills can offer personalized and engaging practice. **Audiobooks:** Listening to audiobooks can support comprehension by providing a model of fluent reading.

Reading comprehension difficulties can significantly impact an individual's academic and personal life. Understanding the underlying causes and implementing effective strategies can help mitigate these challenges. With the right support and interventions, individuals with reading comprehension difficulties can improve their skills and achieve success in their educational and everyday endeavours.

B. Methodology

This study focuses on a literary evaluation, in which researchers examine the current study from the perspective of existing problems with reading comprehension among today's younger population.

The article used as a reference during data collection spans five years, from 2019 to 2024. The researchers will investigate, examine, and collect the data included in the article in order to create a more general picture that will allow us to identify how and what the primary concerns are in the reading difficulty for the rest of today's youth.

The data used in this study is from several linked papers, with researchers selecting 50 articles over a five-year period, with 10 articles per year.

Analysis Data

The researcher conducted a theme analysis on the data. Thematic analysis entails familiarising with data, creating codes, identifying themes, reviewing them, and naming them (Braun & Clarke, 2006).

First and foremost, the researcher thoroughly reviewed the data several times. After completion, the researcher proceeded to create the first codes and identify themes. The seeking themes step involves selecting and combining relevant coded data extracts into themes (Braun & Clarke, 2006). After identifying themes, the researcher reviewed them. During this stage, the

researcher reviewed coded data extracts for each theme to ensure a consistent tone (Nowell et al., 2017). Individual themes will be validated to ensure they appropriately reflect the overall meaning of the data set (Braun & Clarke, 2006). Finally, the researcher identified and named topics before creating the final report.

C. Results and Discussion

Below is a table showing the real state of four years back on the emerging problems of reading difficulties faced by the Z generation.

Years	No	Writer	Title	Issues
2019	1	Calet, Nuria Pérez-Morenilla, M. Carmen De los Santos-Roig, Macarena	Overcoming reading comprehension difficulties through a prosodic reading intervention: A single-case study	prosody has recently been included as another component of skilled reading, as its role in reading comprehension is being increasingly recognized. Prosodic reading refers to the use of prosodic features of language during reading, including suitable pauses, stress and intonation and appropriate phrasing
	2	Spencer, Mercedes Wagner, Richard K. Petscher, Yaacov	The reading comprehension and vocabulary knowledge of children with poor reading comprehension despite adequate decoding: Evidence from a regression-based matching approach	The vocabulary weakness for these children is better characterized as a developmental delay rather than a developmental deficit. This outcome also emerged when more stringent criteria were used to identify subgroups of readers. Although children with poor reading comprehension despite adequate decoding have a weakness in at least one aspect of oral language, their oral language weakness does not account for the severity of their reading comprehension difficulties. Theoretical and practical implications are discussed.
	3	Novaes, Carolina Bernardi Zuanetti, Patrícia Aparecida, Fukuda, Marisa Tomoe Hebihara	Effects of working memory intervention on students with reading comprehension difficulties	phonological working memory - PWM (repetition of pseudo-words and digits) training brought benefits to children with academic difficulties. Thus, these strategies could be used in the classroom, aiming to promote learning

Years	No	Writer	Title	Issues
	4	Cho, Eunsoo. Et all	Examining sources and mechanisms of reading comprehension difficulties: Comparing english learners and non-english learners within the simple view of reading	Developing a range of linguistic comprehension skills (e.g., word-level and sentence-level language skills) may be important for ELs with reading comprehension difficulties in the upper-elementary grades.
	5	Chandran, Yomana, Shah, Parilah M.	Identifying Learners' Difficulties in ESL Reading Comprehension	most of the students have agreed that the main difficulty faced by them in ESL reading comprehension is related to the reading process. Finally, the implications of these findings on ESL reading comprehension difficulties were discussed, including the aspects of what the teachers could do in their teaching practices to address this issue and provide ways to solve it.
2020	1	Hautala, Jarkko, et al	Identification of Reading Difficulties by a Digital Game-Based Assessment Technology	Computerized game-based assessment (GBA). the developed GBA is directly applicable to an educational game for successfully supporting reading development of learners with varying levels of reading skill.
	2	Torppa, Minna, et al	Reading comprehension difficulty is often distinct from difficulty in reading fluency and accompanied with problems in motivation and school well-being	Poor comprehenders and poor readers reported low motivation in math and science, as well as higher burnout and lower school enjoyment than typical readers. The findings were similar for boys and girls.
	3	Wahyuningsih, Destri Muis, Ahmad Ridho	MALE STUDENTS' READING COMPREHENSION DIFFICULTIES	The most internal factor that influence male students' reading comprehension difficulties on procedure text at the first grade is interest. The external factors that are Family got 20%, school got 26%, and society got 35%. The most eksternal factor that influence male students' reading comprehension difficulties on procedure text is society.

Years	No	Writer	Title	Issues
	4	Sari, Meilani Harfika, et al	Understanding the level of students' reading comprehension ability	reading comprehension is still low, especially reading comprehension of the meaning of the text and the context of a text. students were not accustomed to reading texts and there were still those who were not fluent in reading.
	5	Sukovieff, Alyse Kruk, Richard S.	Reading difficulty and socio-emotional adjustment: Internalizing patterns depend on age of identification	The study examines the impact of age of identification of reading difficulties and coping strategies on socio-emotional adjustment in children aged 9 to 12. Results show that late-identified children use disengagement coping strategies, while early-identified children report higher internalizing patterns. The study found partial mediation by secondary coping strategies, but no other indirect effects. Early identification of reading difficulties increases the risk of internalizing problems, but coping patterns have limited influence. Understanding this relationship can help promote healthy socio-emotional adjustment in struggling readers.
2021	1	Paynter, Jessica O'Leary, Kate Westerveld, Marleen	Pre-school Skills and School-Age Reading Comprehension in Children on the Autism Spectrum: A Preliminary Investigation	The study examined reading comprehension development in children from pre-school to YOS1, revealing poorer reading comprehension than accuracy. Pre-school receptive vocabulary was a significant predictor of YOS3 reading comprehension, suggesting early identification of children at risk for reading comprehension difficulties.

Years	No	Writer	Title	Issues
	2	Butarbutar, Ester Renta Jelita	Reading Comprehension Difficulties Among Tenth Grade Students of Vocational High School	This research aims to identify the difficulties faced by tenth grade students at Vocational High School in Medan in reading comprehension and the factors influencing their difficulties. Data was collected through questionnaires and interviews, and analyzed using Nuttal's theory. The findings revealed that students struggle with determining main ideas, locating references, understanding vocabulary, and making inferences. Factors influencing these difficulties include limited vocabulary knowledge, fluency, subject familiarity, and recall problems.
	3	Aquino, Judequi Tingson, Junilyn	Addressing Reading Comprehension Difficulties in Printed Modular Distance Learning: A Case Study	The study investigates how teachers address reading comprehension difficulties in Printed Modular Distance Learning (PMDL) students during the COVID-19 pandemic. It is advised that more study be conducted on pedagogies for increasing reading comprehension skills in students who choose PMDL.
	4	Huynh Trang, Nguyen	READING COMPREHENSION DIFFICULTIES ENCOUNTERED BY FIRST-YEAR ENGLISH- MAJORED STUDENTS	The study examines reading comprehension difficulties faced by first-year English majors in Vietnam. Results show that lack of background knowledge, inadequate vocabulary, time pressure, and inappropriate strategies are the most common factors. However, participants can understand grammatical structures without difficulty, providing valuable information for students to identify their own reading comprehension difficulties.

Years	No	Writer	Title	Issues
	5	Harmey, Sinéad	Perspectives on dealing with reading difficulties	Learning to read is an expectation rather than an exception in society today. Despite this, some children experience reading difficulties. The purpose of this article is to review recent and seminal research on reading difficulties through the lenses of three perspectives: cognitive, social and cultural and interactive. The three perspectives are reviewed and the contribution they make to our understandings of how to support children with reading difficulties are considered. The implication of these perspectives on instruction is explored by examining one contentious contemporary debate in the field of reading instruction; choice of texts to support reading development. To conclude, an argument for a more holistic approach to reading difficulties is provided with reference to two contemporary assessment tools.
2022	1	C. Hulme, M. Snowling	Children's Reading Comprehension Difficulties	Reading involves extracting meaning from text, requiring decoding and language-comprehension skills. Reading-comprehension impairment is common but often unrecognized. School-based interventions can improve oral-language weaknesses, improving reading and listening comprehension skills. Early interventions can have significant educational, social, and economic implications.
	2	Hayati HPuspitaloka N	An Analysis of Students' Reading Comprehension Difficulties during Covid-19 Pandemic with Online Classes in Junior High School	The study examined junior high school students' reading difficulties during the COVID-19 pandemic using a qualitative method. Data was collected through observation, interviews, and documentation. Results showed that internal and external factors affected students' reading comprehension, with the internet becoming a primary media for coping.

Years	No	Writer	Title	Issues
	3	Ruiz,martin Valenzuela, gonzales	Analysis of reading comprehension and disabilities among teenagers	This study examines reading comprehension and related difficulties among 203 students aged 12-14 in compulsory Secondary Education in Malaga. The study found significant differences in reading comprehension scores, with the highest scores in the third year. Between 15-30% of difficulties were found at these ages, with higher percentages in the selection and organization of ideas across all three school years. The results suggest the need to control teaching-learning processes of reading comprehension from an early age to avoid difficulties in the first few years of secondary education.
	4	Westerveld, M. F., & Armstrong, R. M.	Expository discourse & skills of students with reading comprehension difficulties	This study examined the expository discourse skills of students with reading comprehension difficulties using a modified favourite game or sport task. The results showed significant difficulties at both micro- and macro-structure levels. The study highlights the importance of spoken language comprehension proficiency for expository discourse skills, and the M-FGS task's usefulness in describing these challenges, providing implications for intervention.
	5	Capin, P., Gillam, S. L., Fall, A. M., Roberts, G., Dille, J. T., & Gillam, R. B.	Understanding the nature and severity of reading difficulties among students with language and reading comprehension difficulties	The study examined word reading difficulties in 357 Grade 1-4 students and identified three latent profiles: severe difficulties in listening comprehension and moderate difficulties in word reading. All profiles demonstrated some degree of word reading difficulties. Differences in age and performance on working memory, nonverbal reasoning, and reading comprehension performance were found between profiles. The findings have implications for educators providing instruction to students at risk for dyslexia and developmental language disorders.

The table above summarizes four years of research on the English language issues that today's pupils experience, particularly in reading.

Every year, we see five studies in which the data is gathered from many sources and countries in order to characterize the classification of issues with reading English. In 2019, we can observe that the primary challenge with reading English remains in the vocabulary section. Where you can see, vocabulary still dominates what pupils face when spreading English. For the vocabulary itself, we see that students experience two concepts: vocabulary in general when they read, and a graduated vocabulary, where these levels vary as contexts and vocabularies relate to academic as well as word changes (Franchi et al., 2023; Tong et al., 2018; Zhang & Zhang, 2022).

In addition, prosodic traits were discovered during the 2019 investigation. Where students still need reinforcement is the use of prosodic characteristics in reading to make the readings more relevant (Franchi et al., 2023; Qawasmeh et al., 2023; Rajesh Raj et al., 2015; Sari et al., 2020; Yildirim, 2015). The reading process was also mentioned in the 2019 survey, but it did not make an appearance in this year's report, which was still dominated by vocabulary.

Research conducted in 2020 slightly altered the pattern of issues discovered, revealing that vocabulary remains one of the worries and problems faced by pupils, although it is no longer as prominent. In 2020, this study discovered a number of other difficulties, including methods for teachers to help students improve their ability to read English texts.

One study showed the necessity for a teacher-led method such as start-up coping. To improve reading comprehension, students can employ approaches including coding texts, asking questions, thinking hard, and developing strategies (Boonen et al., 2016; Carretti et al., 2009; Daneman & Merikle, 1996; Özdemir & Akyol, 2019; Sehlström et al., 2023). Furthermore, text procedures will be translated into languages by 2020. In general, this year's research focuses on identifying patterns or approaches for increasing students' ability to read English texts.

In a 2021 study, we saw how vocabulary has become a key academic focus. About half of the data indicates that vocabulary remains a scary concern for students. The researchers looked at the varied backgrounds of the text and attempted to link them to the terminology. On the other hand, this study concludes that there are a number of other factors that teachers and students should consider, including scientific background. This year's research emphasizes the necessity of taking a comprehensive strategy to teaching pupils to read.

This year's research reveals a more comprehensive study in which several perspectives and outcomes emerge, the first of which emphasizes the need of early intervention on children so that they can solve difficulties more easily and quickly while reading English literature. Another finding from this year's research is that teachers must pay attention to both internal and external characteristics about their students in order to fully understand any challenges that may develop. Furthermore, the utilization of numerous games in teaching reading is a highly anticipated method to be utilized in reading instruction. According to the findings of the 2022 study, the primary recommendation made by researchers is an early-age strategy.

Discussion

The study examines the findings of research undertaken over four years, from 2019 to 2022. This research serves as the foundation for further investigation into the reading difficulties encountered by pupils all across the world. This research appears more understandable by taking data from different countries so that it reflects the reality of what is happening in the world. Education is primarily in English, with a focus on reading English books.

This research discovered numerous essential concerns in learning to read English texts, where the vocabulary is still a prominent phenomenon in reading learning. The vocabulary, which is the main issue, is separated into distinct categories of both general vocabularies and academic vocabulary, and the grades. Cain and Oakhill (2006); Kim and Petscher (2023); Tong et al. (2018); Zhang and Zhang (2022).

Furthermore, teachers must use a holistic approach in order to observe a problem from multiple perspectives, allowing the problem to be identified more quickly. Another issue that arises in the teaching of reading English text is the requirement for the use of ICT and games based on the student's ability and level.

The many photos above demonstrate that the question of reading remains a basic issue that must be addressed by all parties, including the government in general and instructors in general in the classroom. A thorough approach is required to assist kids read English text. Teachers are supposed to be more creative while reading English material by altering the language so that students can quickly understand the verb, which is still very familiar to them. Furthermore, ICT-based integration and gaming should be socialized more generally and comprehensively in the future (Levlin et al., 2024; Snowling et al., 2020).

This research has a constraint in that researchers can only conduct four years of research and only five investigations per year. As a result, it is projected that in the future, there will be a lot more studies with a broader reach, both in terms of the year and the number of papers. It is intended that this research will serve as a foundation for developing policies to assist visible parties in addressing the problem. Furthermore, this conclusion serves as the foundation for developing a policy for the dissemination of teaching materials, curricula, and curricula for the parties, with the final goal of empowering instructors to be self-sufficient in the classroom.

D. Conclusion

According to the findings of the preceding study, reading English remains a hurdle for various populations, including children and adults, however with a different scope of concerns. Vocabulary is an important concern. Teachers should adopt more comprehensive teaching methodologies. The third requirement is for an ICT-based approach since we know that ICT is an essential component of teaching in this millennial century. The last thing to be concerned about is the need for a complete strategy in terms of curriculum, material, and policy so that long-standing issues can be addressed immediately.

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